Practices and Problems Related to Educational Supervision in, SNNP Region, Ethiopia

Tsedeke Haile

College of Social Science and Humanities, Southern Ethiopia Wachemo University, PO Box 667, Hossana, Ethiopia

Abstract
Instructional supervision is a professional support provided to teachers so as to improve quality of instruction.. However, the actual movement in favor of it seems unsatisfactory in government secondary schools of Hadiya zone. Hence, the purpose of the study is to identify major problems that affect current practices of instructional supervision in the study area. Sample woredas and schools were selected by using purposive sampling techniques. However, all the school based supervisors and supervisee teachers in the sample schools and external supervisors were included in the sample of the study by using availability sampling techniques. Descriptive survey method was employed as the research method in the study. Questionnaire, interview and observation were used as the instruments for the data collection. Pre-test of questionnaire had been taken before it is normally administered on the respondents and the data collected was analyzed by using percentages and chi-square. The findings of the data indicated that secondary schools supervisors support teachers in curriculum, staff and instructional development functions of supervision occasionally. Although they hold actual classroom observation, they are found to be deficient in the emphases they give for the application of major tasks under each step in the supervisory procedures. They also possess and apply insufficient supervisory skills to support their supervisees. Besides to that lack of motivation on the part of supervisors, shortage of budget, insufficient knowledge about supervision, lack of co-ordination and workload of external supervisors are found to be the major problems encountered effectiveness and efficiency in the practices of instructional supervision and no significant measure was taken to alleviate the problems. As a result teachers were failed to achieve instructional objective. Based on the findings and conclusions, recommendations are made to alleviate existing problems. Accordingly, it is recommended to develop monthly field attendance sheet that can be signed by the supervisors and principals or their representatives to follow and support the supervisors in relation to their work assignment, to develop appropriate supervisory procedures to be followed and impose supervisors to apply them, to provide directives to schools and supervisors regarding supervision, and to arrange different training and retraining programs, In addition, schools are suggested to generate own income, to allocate its share to supervision, to have cost effective plans for supervision and act accordingly. Lastly, it is recommended to structure secondary schools supervisions in similar way to that of primary schools, and others which are assumed to solve the identified problems were recommended.
Keywords: Instructional supervision, Secondary government schools, Practices and Problems

CHAPTER ONE
INTRODUCTION
1.1 Background of the Study
Education can be considered as a base for development of the human society. According to MOE (1994:1), education is a process by which man transmits his experience, new findings, and values accumulated over the years in his struggle for survival and development through generations. As stated by Tekeste (1990:27), education holds the key to social, economic and political development. To cope with changing needs and technology, therefore, great attention should be given to education in general and activities of school in particular.

Teachers are key change agents in the schools established to fulfill the needs of the society. According to Ayalew (1991:1), whatever curriculum change is introduced and whatever reforms are made all will be no avail without qualified and committed teachers. This indicates that improvement of schools will not be accomplished with out improving teachers personally and professionally. Therefore, the government of Ethiopia initiated a package program "Ethiopian Teachers Professional Development Program Blue Print" in June 2007 that encompasses the issues of teachers, principals and supervisors among others (MOE, 2007).

To make teachers effective and efficient members of the system for which they are working at school level, there should be a mechanism to provide a professional support and to co-ordinate their efforts. To serve this purpose, educational supervision is a means by which systematic and continuous process of improving the effectiveness of teachers in their teaching performance will take place. This is because teachers are working in the environment where there are a lot of changes and problems. In line to this, Boardman, et. al., (1953:6) state:

> *Continuous and rapid growth of high schools Population has been accompanied by a change in the heterogeneity of the pupil's body. Unprecedented increase in enrolment has meant greater variation in the nature and the characteristics of pupils in school. Likewise, the range of interest, abilities and aptitudes, and*

> *other characteristics   has broadened. The result of this is that high school teachers of today have to meet difficult instructional problems in such matters as the adoption of the method and materials of instruction to widely to different types of pupils.*

Such conditions dictate the need for supervisory services because good supervision will add some adjustments, ways and means to alleviate or minimize the problem. Thus, there is clearly great need for efforts to aid teachers by supervisory techniques which will assist them in improving their teaching (Boardman, et.al., 1953:9).

Supervision is a process of directing and supporting staff members so that they may effectively perform their duties. According to Glickman in Thobega (1991:1), supervision is the process of improving instruction for the benefit of students by carrying out observation, providing guidance, support and feedback to the teachers.

An instructional supervision has a great potential force to enhance contributing to better students learning. It aims at promoting growth, development, interaction, fault -free problem solving, and a commitment to build a capacity in teachers. In short, it has been in equipping teachers with the necessary knowledge and skills to solve educational problems by creating awareness about the methodological changes in the teaching-learning process (Zepeda, 2002:29).

Instructional supervision can be provided by both internal and external supervisors. However, it seams those teachers in the government secondary schools of Hadiya zone are not well supported by any of the categories of supervisors. Thus, it is in this respect that practices and problems related to instructional supervision is investigated in this study.

1.2. Statement of the Problem

Supervision is a service provided to teachers in order to maintain better experience, gain new knowledge and skills, and develop positive attitude towards educating young generation. According to Boardman, et.al., (1953:5), this concept of supervision is based upon the belief that improvement of instruction is a co-operative enterprise in which all the teachers participate and supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

Although the importance of supervisory service provided to teachers to improve instruction is not denied by many, the actual movement in favor of it and its practical aspect seems limited in the government secondary schools of Hadiya zone today. It appears that teachers are not properly supported by supervisors in managing problems they encountered in the course of improving instruction so as to achieve educational objectives. In support of this, Boardman, et.al., (1953:11) stated that "there is much indirect evidence that supervision exists today more in theory than practice, and in many high schools there is no any systematically functioning supervisory program or activity."

Furthermore, secondary school teachers of the zone seem inefficient in their instructional activities which might be related to the poor application of instructional supervision. Generally, failure in quality of education expressed by many educational experts may also be attributed partly to the same.

On the other hand, instructional supervision by its nature is not an easy task to successfully accomplish as desired. However, according to Boardman et.al .,(1953:13), many of the elements operating to limit the development of the effective supervision may not be obstacles inherent in the nature of supervision, or are the factors which should be permitted to limit supervisory efficiency or the possibility of supervisory program.

Therefore, the purpose of the study is to identify practices and problems related to instructional supervision in the government secondary schools of Hadiya zone and suggest possible solutions to tackle the problems so as to contribute for the quality of instruction. To this end, the following basic research questions are addressed to guide the study:

1. How often do supervisors carry out major supervisory functions?
2. What is the emphasis supervisors give for classroom supervisory procedures in the provision of professional assistance to their supervisees?
3. To what extent do supervisors apply supervisory skills in their work?
4. What are the major obstacles that hinder supervisory activities of supervisors and what measures are taken?

1.3 Objectives

The primary objective of the study is to identify major factors that affect current practices of instructional supervision in the selected government secondary schools of Hadiya zone. Specifically, it aims to find answers for the research questions indicated above.

1.4 Significance of the study

The effectiveness and efficiency of any educational program depends on thorough understanding of the practices

and problems that hinder its successful accomplishments. Similarly the fundamental task of instructional supervision is primarily aimed at identifying major factors that negatively affect quality of instruction and provide professional assistance to teachers in order to improve academic performance of students. Accordingly, the researcher has a belief that identifying the prevailing practices and problems by undertaking a survey and coming up with sound recommendations that can have its own role to play in improving the quality of instruction. Therefore, this study is expected to have the following contributions:

1. It may help both external and school based supervisors to have awareness regarding supervisory functions, classroom supervisory procedures, and application of supervisory skills in the provision of professional assistance to teachers so as to improve quality of instruction.
2. It may help secondary school teachers to enable the advancement of the academic performance of students.
3. It may inform education and training board, parent teacher association and school committee of respective secondary schools strive to facilitate conditions for instructional supervision in a motivating fruitful manner to enable teachers play active role in the achievement of instructional objectives.
4. It may provide important information to educational officials at woreda city administration and zonal levels to consider negative effects of supervisory problems and act accordingly.
5. This study may inform institutions training supervisors to have information regarding problems in the level of awareness of supervisors on major supervisory activities to be carried out at the secondary schools and provide training to them accordingly.
6. The study may also encourage other researchers to conduct study on the problem at large.

1.5 Delimitation of the Study
The aim of supervision is to provide professional support to teachers so as to improve quality of education. However, dealing with all its aspects is difficult and unmanageable for the very reason that the discipline encompasses broader areas and practiced by different personnel at different levels of educational structure. Therefore, the study is delimited to the practices and problems related to instructional supervision.

Besides to the delimitation made on specific area of the discipline for the reason stated above, it is also delimited by the geographic area to Hadiya zone and by the level of education to government secondary schools for the following reasons. In the first place, the researcher takes only Hadiya zone as a case for two important reasons. For one thing the study has to be manageable enough within resource capacity of the researcher and the problem has to be examined exhaustively; and for another, it is less problematic to gather adequate data because the researcher is more familiar and has more access to that zone than the others. In the second case, the investigation is delimited to secondary schools excluding primary level based on the assumption that supervisory practices in these two different levels of education may vary for various reasons. In the same way, the study excludes non government secondary schools in the zone because non government secondary schools have a separate administration system to that of government. As a result, the study may lack validity if they are taken as if they are relatively alike.

1.6 Limitation of the study
Although the researcher exerts maximum effort to manage the study, he has come across some of problems that have due impact on the research work. Reluctance of some school based supervisors and teachers to fill and return the questionnaire was the major problems that affect the richness and depth of the study. Except these constraints other factors are not worth mentioning.

1.7 Definition of Related Terms
Effectiveness: Achievement of desired objective successfully.
External Supervisors: Are educational capacity assurance experts who come from WEOs, city administration education office and/or ZED and provide supervisory services at their respective secondary schools.
Instructional supervision: A professional assistance provided to teachers to improve quality of instruction.
School-based Supervisors: Are supervisors from within the school- director, deputy director, department chair persons and senior teachers (Hailesilassie, 2002:28).
Senior teachers: Those teachers who hold the status of "keftegna Memhir" (High Ranking Teachers), "Tebabari Meri Memhir" (Associate Head Teacher), "Meri Memhir" (Head Teacher), and kefitegna meri memhir (high ranking head teacher) in the career structure (Hailesilassie, 1995:51).
Supervisee teachers: Represent those teachers who hold the status of "Gemar Memhir" (Biginner Teacher). "Melestegna Memhir" (Junior Teacher), and: Memhir" (Teacher) in the ladder of career structure.

1.8 Organization of the study
This research report is organized into four chapters. The first chapter deals with introduction and the second one

is concerned with the research design and methodology. The third chapter deals with presentation, analysis and interpretation of the data. The fourth chapter contains summary of major findings, conclusions and recommendations.

CHAPTER TWO
RESEARCH DESIGN AND METHODOLOGY
3.1. Method of the Study
The aim of the study was to conduct systematic investigation on actual movement of instructional supervision to improve quality of instruction. Therefore, descriptive survey method was employed with the intention of obtaining pertinent data to justify current practices and problems of instructional supervision.

3.2 Sources of Data
In this study, supervisee teachers, school-based supervisors-directors, deputy directors, department heads, senior teachers, and external supervisors (educational capacity assurance experts from WEOs, city administration education office and ZED) were used as sources of the data. This is because these people are believed to have better information than others regarding the topic under investigation in the study area. At the same time, availability of plan for supervisory activities, availability of supervision register book and opinion of external supervisors, teachers portfolios regarding supervision-were also used as sources of data to substantiate information collected through questionnaire and interview.

Population and Sampling Techniques
3.3.1 Sample population
As already mentioned under delimitation part, this research was carried out in Hadiya zone. The zone has ten woredas and one city administration with 15 government secondary schools having 592 teaching staff in total as shown in the following table:

Table 1: Woreda City Administration, Schools and Number of Teaching Staff in the Study Area

No.	Woreda or City administration	Government Secondary Schools	Grade Level	N0. Of Teaching Staff
1	Duna	Ansho	9-10	32
2	Soro	Gimbichu	9-12	62
		Jajura	9-10	33
		Jacho	9-10	15
3	Anlemo	Fonko	9-10	36
4	Gombora	Bushana	9-10	35
5	Shashogo	Bonosha	9-10	27
6	Misrak Badeqacho	Shone	9-12	39
7	Mirab Badeqacho	Danama	9-10	18
8	Misha	Morsitto	9-12	49
		Geja	9-10	21
9	Gibe	Homacho	9-10	28
10	Lemo	-	-	-
11	Hossana City	Wachemo	11-12	57
		Yekatit 25/67	9-10	112
		Hetto	9-10	28
	Total			592

Moreover, each WEO, the city Administration and ZED has one capacity assurance expert working with the schools as external supervisors. Accordingly, the teaching staff in the government schools and external supervisors in the study area were used as the population of the study. Thus, on the bases of this population, the sample for the study was selected as shown in the next section.

3.3.2 Sampling Techniques and Sample Size
From ten woredas in the study area, half of them (50%) were employed as the sample woredas by using purposive sampling technique. This is because the researcher believes that these woredas were more co-operative than the others. Besides to that these woredas were purposely selected because of their transportation accessibilities. Moreover, they have relatively more teachers than the others that enable the researcher to make better generalization. Accordingly, Duna, Soro, misha, Anlemo and Gombora woredas a sample woredas for the study.
On the other hand, Hossana City Administration was taken as a part of a sample by using availability sampling technique. This is because it is the only city in the zone with secondary schools having a lot of teachers in the study area. This in part reflects the involvement of different sights in the study that contributes to have representative data. Thus, 54.5% of the study area was taken as the sample area for the study.

Furthermore, with the intention of making the study more manageable, from fifteen government secondary schools in the zone, 6(40%) of them were selected as a sample schools. They (sample schools) were selected from the sample woredas through the same sampling techniques and reasons used for the selection of the sample woredas. Accordingly, Anisho, Gimbichu Bushana, Morsitto, Fonko and Yekatit 25/67 secondary schools were included in the sample.

The researcher included all (100%) of the supervisee teachers and school- based supervisors of sample secondary schools as the respondents of study by using availability sampling technique because the size of each category of respondents was relatively small that could be managed easily. As a result of that there is no problem of representative ness that may arise if further sample was taken from each category of subjects of the study. Thus, respondents from the sample schools were categorized as shown in the following table:

Table 2: Number and Types of Respondent in Each Sample School

No	Sample school	Number and Types of Respondents					Total
		Director	Deputy director	Dep't Head	Senior Teachers	Supervisee Teachers	
1	Anisho sec. school	1	2	10	4	15	32
2	Gimbichu Sec. school	1	3	14	11	33	62
3	Bushana sec. school	1	2	10	7	15	35
4	Morsito Sec. School	1	3	14	8	23	49
5	Fonko sec. school	1	2	10	7	16	36
6	Yekatit 25/67 sec. school	1	3	10	51	47	112
	Total	6	15	68	88	149	326

The researcher also employed all educational capacity assurance experts of sample WEOs, Hossana city administration education office and Hadiya ZED who are serving as external supervisors at present in the sample schools by using availability sampling techniques because the size of external supervisors was relatively small that could be managed easily. Accordingly, one external supervisor was selected from five of the WEOs, Hossana City Administration education office and Hadiya ZED. Thus, seven (100%) of the external supervisors   were included under the subjects of the study.

Generally, 333 respondents (7 external and 177 school-based supervisors, and 149 teachers who do not provide supervisory service to other teachers) were included in the sample foe the study.

3.4. Data Collection Instruments and Procedures
3.4.1 Data Collection Instruments
Different types of problems under study require various instruments to collect relevant data. Accordingly, questionnaire, interview and observation were employed as instruments for data collection in this study.
3.4.1.1 Questionnaire
Questionnaire was used as a main tool for gathering first hand information from the respondents. Questionnaire is preferred to serve this purpose because it is popular means of collecting all kinds of data. Moreover, it is an appropriate tool to secure data from many people at a short period of time, and for its natural characteristics that allow informants express their ideas freely. Accordingly, questionnaire mainly contained structured questions including open-ended items at the end to consider unanticipated responses were set to collect information from the respondents.

Pretest of questionnaires was carried out on fifteen teachers and eighteen school   based supervisors in Wachemo secondary school which is one of the secondary schools in a study area, but not among sample schools to check language clarity and its appropriateness for the study. Experts in the field of supervision were also consulted and appropriate modifications` were made depending on the comments collected during tryout. Finally, the refined questionnaire was administered to respondents.
3.4.1.2 Interview
Interview was used as instrument to collect detailed   information from external supervisors. This is because interview provides better ground for the interviewer to extract more relevant information for the study. In addition, the interviewee can give the interviewer extra (non verbal) information that can be added to the verbal answer of the interviewee on a question. Accordingly, unstructured interview was administered by the researcher himself on six external supervisors in the area of study that needs more detailed information relatively. Hence, their responses were used as the part of data for the study.
3.4.1.3 Observation
Observation was carried out to support identified existing practices of supervisory activities. This is because observation helps to substantiate information collected through questionnaire and interview so as to arrive at better

findings relatively.

3.4.2. Procedures of the Data Collection

Based on the basic questions which serve as a frame of reference, questionnaires were developed as instruments for the data collection. Then, pretest of instruments was conducted to enable necessary modification. After the questionnaires were refined, the researcher had duplicated and distributed 7 questionnaires to external supervisors, 177 to school based supervisors and 149 to supervisee teachers. Lastly, he collected 6, 141 and 124questionnaires filled and returned by external supervisors, school-based supervisors and supervisee teachers respectively. At the same time, he conducted observation at each of the schools by using observation check list. Moreover, external supervisors were interviewed by the help of interview guide. Thus, this data served as the bases for the presentation and analyses made in the next chapter.

3.5 Statistical Tools and Methods of Data Analysis

3.5.1 Statistical Tools

The nature of the research problem most often dictates the methodology to be used. Accordingly, percentage was used to determine the proportion of current practices and problems under study. Moreover, chi-square was in use to find out significance differences between groups of respondents.

3.5.2 Methods of Data Analysis

Data gathered through questionnaire were organized into categories. Then, each category of the data was tallied and presented in tables and analyzed quantitatively. On the other hand, data collected through interview was analyzed qualitatively. Lastly, the interpretation of data took place according to the information collected before conclusions and recommendations were made.

CHAPTER THREE

RESULTS

This part of the study consists of two closely related parts: the characteristics of sample population involved in the study and practices and problems related to instructional supervision. Accordingly, results presented in the tables below made by using data gathered from external supervisors of the five WEOs, city administration education office and ZED, and school-based supervisors and supervisee teachers of the six sample schools in the study area. The total number of the respondents to which the questionnaire was distributed amounts to 333 . Out of these respondents 271 (81.4%) of them filled and returned the questionnaire while the remaining 62 (18.6%) of them were not involved as the respondents of the study. That is, from the total of 7 questionnaires distributed to external supervisors 6 (85.7%), of 177 distributed to school based supervisors 141 (79.7%), and that of 149 distributed to supervisee teachers 124 (83.2%) were properly filled and returned.

Besides, 6 external supervisors were interviewed in line to the fourth basic question. In addition to that, availability of the plan to carry out supervisory activities, availability of supervision register book and opinion of external supervisors in the register book and teachers portfolio were observed in relation to instructional supervision in six of the sample schools.

Therefore, presentation, analysis and interpretation of the data was made based on the responses obtained from the respondents and data obtained form the sample schools through observation.

4.1 Characteristics of Respondents

Table 3: Description of Respondents by Sex and Age

No	Items	External Supervisors		school-based supervisors		Supervisee Teachers	
		No	%	No	%	No	%
1	Sex						
	Male	6	100	114	81	98	79
	Female	-	-	27	19	26	21
	Total	6	100	141	100	124	100
2	Age in Years						
	21-23	-	-	-	-	38	31
	24-26	-	-	3	2	42	34
	27-29	-	-	7	5	36	29
	30-33	2	33	43	30	8	6
	34-37	1	17	54	38	-	-
	> 37	3	50	34	24	-	-
	Total	6	100	141	100	124	100

Table 4: Characteristics of Respondents by Academic Qualification and Service years

No	Item	External Supervisors		School- based Supervisors		Supervisee Teachers	
		No	%	No	%	No	%
1	Academic Qualification Diploma	-	-	16	11	21	17
	BA/ B.Sc	6	100	125	89	103	83
	M.A/M.Sc	-	-	-	-	-	-
	Total	6	100	141	100	124	100
2	Total Service years						
	1-2	-	-	-	-	41	33
	3-5	-	-	-	-	44	35
	6-8	-	-	14	10	32	26
	9-12	2	33.3	47	33	7	6
	13-16	2	33.3	49	35	-	-
	> 16	2	33.3	31	22	-	-
	Total	6	100	141	100	124	-

Table 5: Characteristics of Respondents by Training in Supervision

Did you take any training in supervision?	External Supervisors		School-based Supervisors	
	No	%	N	%
Yes	4	66.7	17	12.1
N0	2	33.3	124	97.9
Total	6	100	141	100

4.2 Practice and problems Related to Instructional supervision
4.2.1 Supervisory Functions
For the items related to application of supervisory functions in the sample schools, a table was provided which display how often do supervisors utilize them (supervisory functions) in their daily supervisory practices. Respondents were asked to forward their views by using five-points scale ranging from always to not at all.

Table 6 : Frequency of Applying Curriculum Development Activities

No	Item	External supervisors		School-based Supervisors		Supervisee Teachers	
		No	%	No	%	No	%
1	Helping teachers in selection of appropriate instructional materials						
	Always	-	-	29	21	20	16
	Frequently	3	50	34	24	29	23
	Sometimes	3	50	41	29	35	28
	Rarely	-	-	24	17	28	23
	Not at al	-	-	13	9	12	10
	Total	**6**	**100**	**141**	**100**	**124**	**100**
2	Providing assistance on optimizing resources especially the use of time in relation to content to be cornered						
	Always	1	16.7	24	17	21	17
	Frequently	1	16.7	32	23	26	21
	Sometimes	4	66.7	57	40	48	39
	Rarely	-	-	26	18	22	17
	Not at all	-	-	2	1	7	6
	Total	**6**	**100**	**141**	**100**	**124**	**100**
3	Interpreting curriculum quires with teachers to promote class room activates						
	Always	-	-	-	-	-	-
	Frequently	1	16.7	30	21	17	14
	Sometimes	5	83.3	84	60	52	42
	Rarely	-	-	14	10	32	26
	Not at all	-	-	13	9	23	19
	Total	**6**	**100**	**141**	**100**	**124**	**100**

Table 7: Frequency of Applying Staff Development Activities

No	Items	External Supervisors		School-based Supervisors		Supervisee Teaches	
1	Initiating teachers to engage in :						
	1.1 Coaching						
	Always	1	16.7	7	5	6	5
	Frequently	3	50	31	22	10	8
	Sometimes	2	33.3	73	52	64	52
	Rarely	-	-	30	21	37	30
	Not at all	-	-	-	-	7	6
	Total	**6**	**100**	**141**	**100**	**124**	**100**
	1.2 Mentoring						
	Always	1	16.7	26	18	5	4
	Frequently	4	66.7	31	22	11	9
	Sometimes	1	16	36	26	58	47
	Rarely	-	-	34	24	45	36
	Not al all	-	-	14	10	5	4
	Total	**6**	**100**	**141**	**100**	**124**	**100**
2.	Facilitating condition for short term training at school level						
	Always	1	16.7	14	10	3	2.4
	Frequently	2	33.3	28	20	19	15.3
	Sometimes	3	66.7	54	38	31	25
	Rarely	-	-	32	22	50	40.3
	Not at all	-	-	13	9	21	16.9
	Total	6	100	141	100	124	100
3	Supporting teachers in their attempt to plan self development						
	3.1 Personally						
	Always	-	-	8	7	-	-
	Frequently	2	33.3	17	12	11	9
	Sometimes	3	50	45	32	33	27
	Rarely	1	16.7	55	39	60	48
	Not at all	-	-	16	11	20	16
	Total	**6**	**100**	**141**	**100**	**124**	**100**
	3.2 Professionally						
	Always	-	-	22	16	-	-
	Frequently	3	50	39	28	17	14
	Sometimes	3	50	53	38	51	41
	Rarely	-	-	21	15	44	35
	Not at all	-	-	6	4	12	10
	Total	**6**	**100**	**141**	**100**	**124**	**100**

Table 8: Frequency of Applying Instructional Improvement Activities

No	Item	External Supervisors		School-Based Supervisors		Supervisee Teachers		Calculated value of X^2	Df	Table value of X^2
		No	%	No	%	No	%			
1	Helping teachers on how to improve instruction									
	Always	1	16.7	17	12	10	8	18.47	8	15.51
	Frequently	2	33.3	39	28	27	21			
	Sometimes	3	50	67	48	54	46			
	Rarely	-	-	18	13	29	23			
	Not at all	-	-	-	-	4	3			
	Total	**6**	**100**	**141**	**100**	**124**	**100**			
2	Supporting teachers on how to utilize instructional materials									
	Always	1	16.7	17	12	6	5	18.2	8	15.51
	Frequently	1	16.7	37	26	26	21			
	Sometimes	4	66.7	72	51	59	48			
	Rarely	-	-	12	9	31	25			
	Not at all	-	-	3	2	2	2			
	Total	**6**	**100**	**141**	**100**	**124**	**100**			

4.2.2 Classroom Supervisory procedures

Table 9: Emphasis given to pre-observation Conference

No	Item	External Supervisors		School-based Supervisors		Supervisee teachers	
		No	%	No	%	No	%
1	Do supervisors carry out actual classroom observation for the sake of improvement of instruction?						
	Yes	5	83.3	84	60	68	55
	No	1	16.7	57	40	56	45
	Total	**6**	**100**	**141**	**100**	**124**	**100**
2	If your response for question number 1 is yes, do supervisors hold pre-observation conference with respective teacher to make agreement in line to class room observation ?						
	Yes	4	80	61	73	44	65
	No	1	20	23	27	24	35
	Total	**5**	**100**	**84**	**100**	**68**	**100**
	2.1 If your response for question number 2 is yes, what is the level of emphasis supervisors give						
	2.1.1 To establish positive working relationship with their respective supervisees?						
	High	1	25	17	28	7	16
	Medium	2	50	23	38	27	61
	Low	1	25	21	34	10	23
	Total	**6**	**100**	**61**	**100**	**44**	**100**
	2.1.2 To make agreement with the teacher on the objectives of observation of the lesson ?						
	High	1	25	18	30	11	25
	Medium	2	50	20	33	16	36
	Low	1	25	23	38	17	39
	Total	4	100	61	100	44	100
	2.1.3 To make agreement on focus area of observation?						
	High	-	-	6	10	1	2
	Medium	1	25	29	48	12	27
	Low	3	75	26	43	31	70
	Total	4	100	61	100	44	100
	2.1.4 To make jointly decision on time at which actual class room observation takes place ?						
	High	1	25	24	39	11	25
	Medium	2	50	31	51	19	43
	Low	1	25	6	10	14	32
	Total	**4**	**100**	**61**	**100**	**44**	**100**

Table 10. Emphasis Given to Actual Classroom Observation

No	Item	External Supervisors		School based Supervises		Supervise Teachers		X^2	DF	X^2 r
1	If you believed that supervisors hold classroom observation, what is the emphasis they give for: 1.1 taking adequate time to observe whether the activities of the teachers , students, and the class room environment in which the teaching learning process takes place ?							14.66	4	9.49
	High	4	80	23	27	17	25			
	Medium	1	20	45	54	25	37			
	Low	-	-	16	19	26	38			
	Total	5	100	84	100	68	100			
2	1.2 Taking note or recording what has been observed during class room observation ?							29.22	4	9.49
	High	3	60	33	39	8	12			
	Medium	2	40	39	46	27	30			
	Low	-	-	12	14	33	49			
	Total	5	100	84	100	66	100			

Table 11: Emphasis Given to Analysis and Strategy and Supervision Conference

No	Item	External Supervisors		School-based supervisors		Supervisee teachers		Calculated value (X^2)	DF	Table value (x2(r))
		N	%	N	%	N	%			
1	If you believe that supervisors hold actual classroom observation, do they organize what has been observed as soon as possible with their respective supervises before post-observation conference?							16.41	2	
	Yes	5	100	63	75	32	47			
	No	-	-	21	25	36	53			
	Total	5	100	84	100	68	100			
2	If your response for question number 1 is yes, what is the degree of attention they give to arrange what has been observed in a logical order ?							7.32	2	5.99
	High	2	40	10	16	9	28			
	Medium	2	40	44	70	14	45			
	Low	1	20	9	14	9	28			
	Total	5	100	63	100	32	100			
3.	Do you think that supervisors hold supervision conference to provide feed back on what has been observed during actual class room observation ?							24.96	2	5.99
	Yes	5	100	84	100	51	75			
	No	-	-	-	-	17	25			
	Total	5	100	84	100	68	100			
4	If your response for question number 2 is yes, what is the level of emphasis supervisors give to:									
	4.1 Offer constructive feedback on specific area of observation?							4.36	2	5.99
	High	1	20	28	33	11	22			
	Medium	3	60	38	45	22	44			
	Low	1	20	18	21	18	35			
	Total	5	100	84	100	51	100			
	4.2 Arrange program for future observation							7.11	2	5.99
	High	-	-	17	20	3	6			
	Medium	2	40	23	27	13	25			
	Low	3	60	44	52	35	69			
	Total	5	100	84	100	51	100			

Table 12: Emphasis Given to Post Conference Analysis

No	Item	External Supervisors		School-based Supervisors	
		N	%	N	%
1	Do you conduct post conference analysis to evaluate the success regarding supervisory procedures carried out in line with class room observation?				
	Yes	2	40	31	37
	No	3	60	53	63
	Total	5	100	84	100
	1.1 If your response for question number 1 is yes, how much attention did you give to:				
	1.1.1 Evaluate the nature of communication you made with your supervisee?				
	High	1	50	11	35
	Medium	1	50	17	55
	Low	-	-	3	10
	1.1.2 Assess the effectiveness of strategies used?				
	High	-	-	3	10
	Medium	2	100	18	58
	Low	-	-	10	32
	Total	100	100	31	100

4.5 Application of Supervisory skills

Different items were listed under three major supervisory skills in a table. Then respondents were politely asked to forward their opinion regarding the extent to which supervisors possess and/or apply the skills by using the five point scale alternatives ranging from very sufficient to not at all.

Table 13: Extent to which Supervisors Apply Technical skills

No	Item	External Supervisors		School –Based Supervisors		Supervisee Teachers	
1	Possess technical skills to supports on how to we specific procedures, methods and techniques to promote are activities						
	Very sufficient	1	16.7	12	9	3	2
	Quit sufficient	1	16.7	42	30	22	18
	In Sufficient	4	66.7	7.5	53	62	50
	Very Insufficient	-	-	12	9	32	26
	Not at all	-	-	-	-	5	4
	Total	6	100	141	100	124	100
2.	Support teachers in writing lesson plan						
	Very sufficient	1	16.7	21	15	6	5
	Quit sufficient	3	50	69	49	42	34
	Insufficient	2	33.3	51	36	49	40
	Very insufficient	-	-	-	-	24	19
	Not at all	-	-	-	-	3	2
	Total	6	100	141	100	124	100
3	Schedule clinical supervision Very sufficient	-	-	15	11	4	3
	Quite sufficient	1	16.7	21	15	16	13
	In sufficient	3	50	59	42	58	47
	Very Insufficient	2	33.3	46	33	30	24
	Not at all	-	-	-	-	16	13
	Total	6	100	141	100	124	100
4	Provide professional support in using modern technology to specific tasks of lesson presentation						
	Very Sufficient	1	16.7	38	27	17	14
	Quite Sufficient	3	50.00	40	28	34	27
	In sufficient	2	33.3	51	36	42	34
	Very Insufficient	-	-	12	9	20	16
	Not at all	-	-	-	-	11	9
	Total	6	100	141	100	124	100
5.	Assist teachers on how to diagnose the learning difficulties of pupils						
	Very sufficient	-	-	6	4	13	10
	Quit Sufficient	1	16.7	52	37	39	31
	Insufficient	4	66.7	78	55	63	51
	Very insufficient	1	16.7	5	4	7	
	Not at all	-	-	-	-	2	
	Total	6	100	141	100	124	100

Table 14: Extent to which Supervisors   Apply Human Skills

NO	Item	External Supervisors		School Based Supervisors		Supervisee teachers	
		N	%	N	%	N	%
1.	Try to understand supervisees to provide supervisory services accordingly						
	Very sufficiently	-	-	7	5	2	2
	Quite sufficient	3	50	59	42	38	31
	Insufficiently	3	50	56	40	58	47
	Very Insufficiently	-	-	19	13	24	19
	Not at all	-	-	-	-	2	2
	Total	6	100	141	100	124	100
2	Try to avoid transcription of teachers by cooperatively with tem in solving their professional problems						
	Very Sufficient	1	16.7	7	4	-	-
	Quite sufficient	4	66.7	53	38	34	27
	In sufficient	1	16.7	73	52	57	46
	Very in sufficient	-	-	8	6	33	27
	Not at all	-	-	-	-	-	-
	Total	100	100	141	100	124	100
3	Initiate teachers by promoting their sense of responsibility for their work						
	Very Sufficient	2	33.3	22	16	6	5
	Quite sufficient	3	50	3	30	33	27
	Insufficient	1	16.7	67	48	62	50
	Very in sufficient	-	-	9	6	21	17
	Not at all	-	-	-	-	2	2
	Total	6	100	141	100	107	100

Table 15: Extent to which supervisors Apply Conceptual Skills

NO	Item	External Supervisors		School-Based supervises		Supervisee Teachers	
		N	%	N	%	N	%
1.	Deal with educational programs as a whole to facilitate activities of their schools						
	Very sufficient	1	16.7	25	18	23	19
	Quite sufficient	3	50	36	26	36	29
	Insufficient	2	33.3	43	30	41	33
	Very insufficient	-	-	37	26	20	16
	Not at all	-	-	-	-	4	3
	Total	6	100	141	100	124	100
2	Play decisive role in planning desirable activates towards the achievement of educational goals of respective schools						
	Very sufficient	-	-	8	6	11	9
	Quite sufficient	1	16.7	54	38	54	44.5
	Insufficient	4	66.7	57	40	39	31.5
	Very insufficient	1	16.7	22	16	20	16
	Not at all	-	-	-	-	-	-
	Total	6	100	141	100	124	100
3	Encourage the entire school community to participate in the formulation of school level policies for the oral improvement of school leadership activities						
	Very sufficient	1	16.7	15	11	4	3
	Quite sufficient	2	33.3	44	31	58	47
	Insufficient	2	33.3	68	48	57	46
	Very insufficient	1	16.7	14	10	5	4
	Not at all	-	-	-	-	-	-
	Total	6	100	141	100	124	100

Table 16: Extent to which each of the following potential problems Affect Supervisory practices in a Sample Schools.

No	Item	School-based Supervisors		Supervise Teaches	
		No	%	No	%
1	Lack of knowledge about supervision because pre-service training of teachers was not for supervision rather for teaching				
	Very High	66	47	52	24
	High	41	29	39	31
	Medium	24	17	31	25
	Low	10	7	2	2
	Very Low	-	-	-	-
	Total	141	100	124	100
2	Giving more emphasis to administrative tasks instead of instruction activates of teachers				
	Very High	22	16	35	28
	High	36	26	48	39
	Medium	59	42	34	27
	Low	24	17	7	6
	Very Low	-	-	-	-
	Total	141	100	124	100
3	Lack of democratic manner in the provision of supervisory service				
	Very High	22	16	24	19
	High	38	27	27	22
	Medium	35	25	39	31
	Low	28	20	21	17
	Very Low	18	13	13	10
	Total	141	100	124	100
4	Lack of ability to co-ordinate supervisory activities				
	Very High	47	33	32	26
	High	54	38	57	46
	Medium	26	18	21	17
	Low	14	10	14	11
	Very Low	-	-	-	-
	Total	141	100	124	100
5	Lack of directives on how to carry out supervisory roles				
	Very High	39	28	56	45
	High	44	31	45	36
	Medium	36	26	22	18
	Low	20	14	-	-
	Very Low	2	1	1	1
	Total	141	100	124	100
6	Work load of supervisors				
	Very High	51	36	31	25
	High	52	37	38	31
	Medium	29	21	41	33
	Low	9	6	14	11
	Very Low	-	-	-	-
	Total	141	100	124	100
7	Shortage of budget				
	Very High	64	45	68	55
	High	59	42	40	32
	Medium	18	13	13	10
	Low	-	-	3	2
	Very Low	-	-	-	-
	Total	141	100	124	100
8	Lack of cooperation on the part of teachers				
	Very High	49	35	18	15
	High	57	40	46	37
	Medium	27	19	43	35
	Low	8	6	17	14
	Very Low	-	-	-	-
	Total	141	100	124	100
9	Lack of continuous follow up program of supervisory activities				
	Very High	47	33	30	24
	High	32	23	49	40
	Medium	56	39	38	31
	Low	6	4	7	6
	Very Low	-	-	-	-
	Total	141	100	124	100
10	Lack of motivation on the part of supervisors				
	Very High	65	46	64	51
	High	61	43	52	42
	Medium	15	11	8	6
	Low	-	-	-	-
	Very Low	-	-	-	-
	Total	141	100	124	100

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4.5 Measure taken to alleviate supervisory problems

Table 17: Measures Taken to Alleviate Obstacles Hindering Smooth Functioning of Supervisory practices

No	Item	School-based Supervisors		Supervisee Teachers	
		No	%	No	%
1	Is there any attempt made to alleviate factors that affect supervisory practice in a school you work ?				
	Yes	76	54	52	42
	No	65	46	72	58
	Total	141	100	124	100
	If your response for item 1 is yes, which of the following measures were taken?				
	2.1 Short term training like conference, seminar and /or workshop was carried out regarding the concept of supervision	-	-	12	23
	2.2 Some discussions were conducted on how to carry out supervisory activities in a democratic manner	42	55	20	38
	2.3 Supervisors were oriented on how to organize supervisory activities	37	49	19	37
	2.4 Directives on how to carry out supervisory roles were provided to teachers	23	30	14	27
	2.5 Allocation of fair work load was made for external supervisors	32	42	11	21
	2.6 Adequate budget was allocated for supervisory activates	26	34	25	48
	2.7 Some attempted were made to get cooperation of teachers in the supervisory activities.	39	51	22	42
	2.8. Continuous following program of supervision was made in use	31	41	17	33
	2.9 Supervisors were motivated to be successful in their job	18	24	11	21

*Multiple Response Items

CHAPTER FOUR
SUMMARY, CONCLLISIONS AND RECOMMENDATONS
This chapter summarizes the major findings of the study and draws conclusions on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

4.1 Summary
In this part of the study, an attempt is made to provide a summary of the major findings which would answer the basic questions raised in chapter one of the thesis as follows:

1. Majority of the supervisee teaches (83%), School-based supervisors (89%) and entire external supervisor (100%) are bachelor degree holders.
2. More than half of the respondents replied that neither of the groups of the supervisors seem to play active role in the practices of curriculum development. In relation to this, teachers were not frequently supported by their supervisors in selection of instructional materials, providing assistance in optimum use of available resources especially the use of time in line to content to be covered and interpreting curriculum guides for the benefit of students learning.
3. Most of the respondents confirmed that supervisors do not frequently involved in staff development function of supervision. In line to this, supervisors initiate teachers less than what is expected in coaching and mentoring. They also not regularly facilitate conditions for short-term training and not frequently support teachers in their personal and professional development attempts.
4. Majority of the respondents asserted that supervisors occasionally support teachers concerning instructional development activities. Here, teachers were not properly supported on how to improve instruction as a whole and on the utilization of instructional materials.
5. Although more than half the total respondent 157(58%) replied that supervisors accomplish actual classroom observation, emphasis they give for pre-observation conference particularly to make agreement with their respective supervisees on objective and focus area of observation and time at which the actual class room observation takes place is average and less than average. That is, supervisors do not bother about creating conducive working relationship, to enable teachers fill free and they observe what they (supervisors) want to observe having fault finding sentiment rather than helping teachers to diagnose their problems and assist them accordingly.
6. As revealed by the responses of the majority, supervisors give inadequate attention to observe and take note concerning what is going on during teaching-learning process while they conduct actual classroom

observation and to arrange what they have observed in a logical order appropriate for post observation conference.

7. As to responses of most of the external and school based supervisors who hold actual classroom observation and supervisee teachers 140(89%), supervisors who hold actual classroom observation also conduct post-observation conference. Nevertheless, they don't give due consideration to provide constructive feedback and to arrange program for the future observation.

8. More than half of the total respondents 141(52%) claimed that supervisors possess insufficient technical skills to support their supervisees on how to use specific procedures, methods and techniques to promote students learning. Here, although supervisors do not face much problem in helping teachers on how to write lesson plan may be due to training of supervisors was primarily for teaching where how to write lesson plan was given due consideration, they perform scheduling clinical supervision and helping teachers on how to diagnose the learning difficulties of students at insufficient degrees.

9. The responses of the majority reveal that supervisors had done little in the application of human skills to create favorable conditions and to promote teachers' effort for the achievement of instructional objectives. In this regard, supervisors provide inadequate support to teachers on the basis of their needs to avoid frustration of teachers by cooperating with them in solving their professional problems and to promote sense or responsibility of the teachers for their work.

10. More than half of the respondents reported that supervisors apply conceptual skills at insufficient and very insufficient degrees when they try to deal with educational programs as a whole, creating favorable conditions for the overall school activities, plan for the achievement of educational goals and to initiate school-community to be engaged in school level policy developments for the overall improvement of their respective school activities.

11. More than half of the school based supervisors and supervisee teachers replied that almost all the potential problems forwarded for their opinion are problematic areas for the smooth functioning of supervision. Among the problems, lack of motivation on the part of supervisors, shortage of budget, insufficient knowledge about supervision, lack of coordination and work load of external superiors are found to be the major problems encountered effectiveness and efficiency in the instructional supervision. Moreover, responses from open-ended questions forwarded to school based supervisors and supervisee teachers and interview responses of external supervisors indicated that lack of formally organized supervisory unit or committee at school level and not allocating a free room or office to run supervisory activities are other factors that refrain success in supervision in an attempt to improve instruction.

12. Though 55 and 51 percent of the school based supervisors reported that among the areas of measures suggested for the views of the respondents, discussion on how to accomplish supervisory programs in a democratic manner and attempts to get co-operation of teachers for the smooth functioning of instructional supervision were made, more than half (52%) of the total respondents, claimed that no significant measure was taken for the efficiency and effectiveness of the program. Moreover, the responses of the teachers confirmed that no significant measure was taken in any of the suggested areas of measures to be taken for their opinion.

4.2. Conclusions

Based on the major findings presented above, the following conclusions have been made:

1. All the external supervisors, and some school based supervisors and supervisee teachers are below the currently specified level of qualification for the secondary schools. This may particularly affect efficiency and effectiveness of external supervisors in the provision of supervisory services for the improvement of instruction.

2. It is evident that running supervisory functions at school level contributes for the improvement of instruction. However, curriculum, staff and instructional development activates are negligent in the sample schools. This may be due to occasional visit of external supervisors to support teachers in general and to guide school-based supervisors on how to organize, coordinate manage and/or accomplish supervisory activates for the benefit of students learning in particular. Thus, quality of instruction is adversely affected.

3. The findings revealed that supervisors are found to be deficient in the emphases they give for the basic tasks under pre-observation conference, classroom observation, analysis and strategy, supervision conference and post-conference analysis. This may be because they lack proper care and consideration about the tasks to be performed under each step in a friendly, logical, meaningful and motivating manner. This shows that teachers are not adequately supported in their effort to improve students' learning.

4. As it is depicted by more than half of the respondents, the actual practice of supervision in line to the application of supervisory skills is less than what is expected. That is, supervisors possess and apply insufficient technical skills to support their supervisees on how to use specific techniques and methods in

a specific areas of instructional activates; they done little in the utilization of human skills in a firm, friendly and positive manner to create conductive environment for the smooth function of instruction activities, and they apply inadequate conceptual skills when they deal with educational programs as whole. This may be due to lack of understanding and commitment to the application of supervisory skills. This in part may affect the success of supervisors in the provision of the supervisory services to their supervisees so as to improve instructional leadership.

5. More than half of the respondents replied that supervisory activates are encountered with a lot of problems. Major areas of problems that adversely affect supervisory practices were identified. However, no significant measure was taken to alleviate the problems? This implies that supervisors are not provided with favorable conditions to assist their supervisees. Hence, it could be concluded that teachers are left without adequate support in their effort to improve quality of instruction.

4.3 Recommendation

On the bases of the findings and conclusions with regard to problems related to instructional supervision, the following recommendations are forwarded in the hope that they would be implemented:

1. It is found that all the external supervisors are below currently specified level of qualification. This may partly affect instructional improvement in particular and quality of education in general. Therefore it is recommended that:
    a) REB in collaboration with MOE should arrange in service training program for already assigned secondary school supervisors.
    b) REB should allocate fair salary for secondary schools supervisor and recruited already qualified graduates from the labor market and create favorable environment in order to stay them in the profession and position for which they are employed.

2. Proper and frequent application of supervisory functions matter a lot in the improvement of instruction. However, the major functions of supervision-curriculum, staff and instructional development- were not accomplished as they are expected in the study area due to occasional visit of external supervisors to the schools or cluster schools (centers) both to guide school based supervisors to perform such tasks in particular and to support their teachers in general. As a result, teachers failed to achieve instructional objectives.

    Hence, it is recommended that WEO, city administration education office and ZED should prepare monthly field program with their respective secondary school supervisors as a mechanism to enable frequent schools visit, accomplishment of supervisory activities and necessary follow up possible. To effect this, the attendance should be signed by the supervisor and school principle or his/her representative to show that the supervisor visit the school and perform supervisory activates there or cluster center that day. Then, the attendance sheet should be approved by seal of the school or cluster center. In so doing,

    WEO, city administration education office and ZED can make follow up process easier and provide necessary support (financial, material and moral) for the effective functioning of the program as whole and proper function of supervisory functions in particular.

3. As it is stated under literature part, clinical supervision is a process that fosters collegial relationship between supervisor and his/her respective supervisee where the supervisor is expected to carry out each step of supervisory procedures in order to assist teachers for the benefit of students learning. Nevertheless, it is found in the actual practice that major activates to be performed under each step of clinical supervision were not adequately accomplished. This may partly happen because supervisors do not have understanding and due attention about the steps to be followed.

    Thus, it is recommended that REB have to develop clear guidelines on clinical supervision, giving particular attention to activities to be carried out under each step and importance of following the procedures. Then, the bureau should send the guide lines with strict cover letter requesting for its proper application to the ZEDs in the form of circulars. Finally, the ZED should discuss on the guide lines with the external supervisions and let them accomplish accordingly, follow the progress and provide necessary support to enable them assist the teachers to achieve instructional objectives.

4. Supervisors as instructional leaders should have fundamental understanding and ability for practical utilizations of the basic supervisory skills. Here, the extent to which they apply the skills matters a lot in the effectiveness of the service provision .Yet, the actual practical of supervisors regarding the utilization of supervisory skills is found to be less than what is expected. This affects their effectiveness in the course of helping respective supervisees to improve their instructional leadership role. This may be because they lack conceptual understanding and practical experience concerning the skills. Therefore, in order to promote the degree of application of the skills:

a) City administration and WEO in collaboration with ZED should provide recent directives, manuals and other reading materials relevant to supervision in general and supervisory skills in particular to its secondary school supervisors and copies of these materials should be available in the school libraries so as:

1.1   to enrich supervisors with the concepts, objectives and importance of instructional supervision and application of supervisory skills and

1.2   to familiarize teachers with necessary information regarding supervision..

b) City administration and WEOs in collaboration with ZED ought to arrange short – term and continuous program of training and retraining in the form of seasonal discussions, seminars, workshops and /or conferences to external supervisors regarding instructional supervision in general and application of the supervisory skills in particular. Then, external supervisors should hold some discussions regarding what they have trained with school-based supervisors at a cluster center and guide them to act accordingly.

c) Higher educational institutions have to include a course in supervision for both pre-   service trainees of would be teachers and in-service trainees who are already in job.

d) Selection, appointment and promotion of the supervisory positions should be given due attention. The selections ought to focus, for instance, on personnel that graduated in educational planning and management who are acquainted with good information about supervision and its skills.

5.   It is found that provision of professional service to enable teachers to be successful in their teaching job is encountered with many problems. Among others, lack of motivation shortage of budget, insufficient understanding about concept of supervision and its contribution for personal and professional development of teachers, ability to coordinate or organize supervisory activities and work load of external supervisors are found to be the major ones. Therefore it is recommended that:

5.1   School administrations, WEOs, city administration education office and ZED have to carry out continuous following up on actual movement of supervisors in favor of instructional supervision and improvement observed in the teachers' performance. Then, they (the above originations in the educational structure) need to provide necessary incentives for those who are found to be effective and efficient in the service provision.

5.2 School administration have to make an effort to generate income of its own, to allocate the share of existing budget for supervisory activities, to have a plan for supervisory activities that matches with the available budget and to introduce and apply inexpensive activities of supervision to promote improvement of instruction.

5.3 Regarding co-ordination or organization of supervision:

a) REB has to structure secondary schools supervision in the same way to that of primary   schools where sight supervisors are assigned at cluster schools so that problems related to work load of external supervisors will be highly minimized. This can be effected   because externals supervisors can give more attention to guiding and following sight   supervisors while cluster (sight) supervisors will be at their centers and accomplish   supervisory activates with full attention.

b) Department heads at each school should introduce school-based supervisors with their respective supervisees on the individual basis as one of the measures to facilitate conditions that enable them to work cooperatively.

c) Each school has to organize formal committee /unit that is responsible for supervisory activities of its school. The schools should also allocate an office to this committee to run supervisory activities and to serve as a free place to hold pre and post-observation conferences between supervisors and their supervisees. Then, it (the committee) should be given both responsibility and accountability to plan, facilitate, follow and report its progress to the vice principals of its school.

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